

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

IMPACT

The District of Columbia Public Schools
Effectiveness Assessment System for
School-Based Personnel
2010–2011

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GROUP 13
Special Education Coordinators



Michael DeAngelis



Simona Monnatti



On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

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Bel Perez Gabilondo

Dear DCPS Community,

Over the past three years, our district has made unprecedented gains in student achievement. As we learned earlier this year, on the National Assessment of Educational Progress (NAEP), our fourth graders *led the nation* in reading growth and outperformed *all other urban school systems* in math growth. This extraordinary news is a direct result of your tireless efforts on behalf of our students.

I know that it is incredibly challenging to be an effective educator in DCPS and that you continue to face obstacles every day. But I also know that you are determined to overcome these difficulties, and I admire you tremendously for refusing to lower your standards.

Thank you.

As we reflect upon our achievements, we must also recognize that we still have far to go. None of us is satisfied when so many of our students are still below grade level in both reading and math. We introduced the Teaching and Learning Framework and IMPACT last year as a central part of our strategy to change this unacceptable reality. Our goal was to provide a common language for instruction, a clear set of performance expectations, and the beginnings of a comprehensive system for guidance and support.

I recognize that many of you found these changes to be challenging at first and that neither the framework nor IMPACT was perfect. This is why we embarked upon an extraordinary effort to gather feedback from as many members of the DCPS community as possible. In more than 100 feedback sessions, our IMPACT team engaged in individual and small group conversations with over 1,000 teachers, administrators, and other school-based staff members in every part of the district. I want to thank all of you who took the time to participate in this effort.

We heard you.

In response to your feedback, we made a number of substantive changes. We made the Teaching and Learning Framework more flexible to better honor the art and complexity of teaching. We revised the non-teaching rubrics to be more specific and more aligned to your actual job responsibilities. We added a new standard to the Commitment to School Community rubric to honor your efforts to build partnerships with families. And we clarified how student achievement would be measured in non-DC CAS grades and subjects. These are just a few of the many modifications we made based on your feedback.

Because of your input, I know that the Teaching and Learning Framework and IMPACT are stronger, clearer, and more aligned to our goal of ensuring an excellent education for every child in the nation's capital. This is one of the many reasons I am so excited about our potential for even greater student achievement gains this school year.

Thank you again for your commitment to excellence in all eight wards of this city. I am inspired by your passion and deeply grateful for the difference you make in our children's lives.

Sincerely,



Michelle Rhee

Chancellor, District of Columbia Public Schools



PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. Over the past year, we have worked to ensure that the performance metrics and supporting rubrics are clearer and more aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

What are the school system's plans for professional development?

Professional development is vital to our collective success and to our belief in continuous improvement. The best schools are focused on the learning of children *and* adults. This is why we are working aggressively to provide you with outstanding support.

To start, over the past three years, we have dramatically increased spending on professional development. We have also fully implemented the instructional coach program for teachers and have provided a significant amount of differentiated training for other school-based employees.

We are even more excited, though, about our plans for the future. This year, in collaboration with the Washington Teachers' Union, we will be piloting new professional development centers and an expanded mentoring program. We will also be planning a first-of-its-kind online professional development platform, which will offer a wealth of resources to help you improve. For example, teachers will eventually have access to video clips of exemplary practice as well as lesson plans and assessment tools. In addition, educators will be able to connect with one another to develop virtual professional learning communities.

All of these efforts will be guided by the performance data we receive from IMPACT, ensuring that our professional development is targeted to *your* unique needs.



Bel Perez Gabilondo



GROUP 13: OVERVIEW

Who is in Group 13?

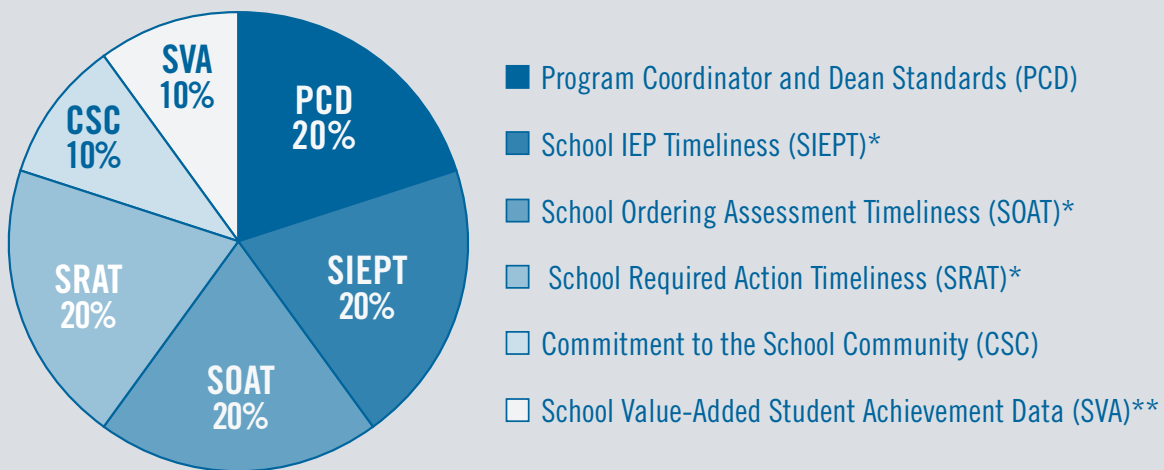
Group 13 consists of all special education coordinators.

What are the IMPACT components for members of Group 13?

There are seven IMPACT components for members of Group 13. Each is explained in greater detail in the following sections of this guidebook.

- **Program Coordinator and Dean Standards (PCD)** — These standards define excellence for program coordinators and deans in DCPS. They make up 20% of your IMPACT score.
- **School Individual Education Plan Timeliness (SIEPT)** — This is a measure of the extent to which the IEPs for the students in your school are renewed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 20% of your IMPACT score.
- **School Ordering Assessment Timeliness (SOAT)** — This is a measure of the extent to which the related service assessments for the students in your school are ordered within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 20% of your IMPACT score.
- **School Required Action Timeliness (SRAT)** — This is a measure of the extent to which the required actions from a Hearing Officer Decision or Settlement Agreement for the students in your school are completed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 20% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 13



**In the event that this metric cannot be scored, the Program Coordinator and Dean Standards (PCD) will expand to replace this portion of the pie.*

***In the event that School Value-Added Student Achievement Data (SVA) cannot be generated for your school, the Commitment to the School Community (CSC) component will expand to replace the SVA portion of the pie.*

PROGRAM COORDINATOR AND DEAN STANDARDS (PCD)

What are the Program Coordinator and Dean Standards?

These standards define excellence for program coordinators and deans in DCPS. They include:

- Standard 1: Core Job Functions
- Standard 2: Programmatic Goals
- Standard 3: Positive Rapport with Students and Families
- Standard 4: Collaboration
- Standard 5: Adaptability
- Standard 6: Use of Data
- Standard 7: Management and Leadership

Who developed the Program Coordinator and Dean Standards?

The standards were developed in collaboration with DCPS program coordinators and deans, administrators, and central office staff.

How will my proficiency in the Program Coordinator and Dean Standards be assessed?

Your administrator will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Program Coordinator and Dean Standards rubric and discuss next steps for professional growth.

How will my proficiency in the Program Coordinator and Dean Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about the Program Coordinator and Dean Standards, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
PROGRAM COORDINATOR AND DEAN STANDARDS (PCD)

PROGRAM COORDINATOR AND DEAN STANDARDS (PCD)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL ANNUAL COMPONENT SCORE (Average of Cycles)
PCD SCORE <i>(Average of PCD 1 to PCD 7)</i>	3.6	3.7	3.7
PCD 1: Core Job Functions	3.0	4.0	
PCD 2: Programmatic Goals	4.0	3.0	
PCD 3: Positive Rapport with Students and Families	4.0	4.0	
PCD 4: Collaboration	3.0	3.0	
PCD 5: Adaptability	4.0	4.0	
PCD 6: Use of Data	3.0	4.0	
PCD 7: Management and Leadership	4.0	4.0	



Meaghan Gay

PROGRAM COORDINATOR AND DEAN STANDARDS (PCD) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
PCD 1: CORE JOB FUNCTIONS		
PCD 1	Program coordinator or dean meets Level 3 expectations AND extends impact by developing new skills to become more effective at her/his work, by taking on and successfully fulfilling additional responsibilities, and/or by exceeding expectations on assigned work.	Program coordinator or dean consistently accomplishes core job functions in a timely and effective manner.
PCD 2: PROGRAMMATIC GOALS		
PCD 2	Program coordinator or dean meets Level 3 expectations AND extends impact by proactively and meaningfully involving the school community in the development of the programmatic goals.	Program coordinator or dean consistently works towards and achieves clear, measurable, and ambitious programmatic goals.
PCD 3: POSITIVE RAPPORT WITH STUDENTS AND FAMILIES		
PCD 3	Program coordinator or dean meets Level 3 expectations AND extends impact by dedicating a truly exceptional amount of time and energy towards building positive and productive relationships with students and families who face the greatest challenges.	Program coordinator or dean consistently builds positive and productive relationships with students and their families.
PCD 4: COLLABORATION		
PCD 4	Program coordinator or dean meets Level 3 expectations AND extends impact by dedicating a truly exceptional amount of time and energy towards helping colleagues address challenges in their work.	Program coordinator or dean consistently collaborates with other staff members in an effective manner.
PCD 5: ADAPTABILITY		
PCD 5	Program coordinator or dean meets Level 3 expectations AND extends impact by helping colleagues perform at a high level in challenging situations.	Program coordinator or dean consistently performs at a high level in challenging situations.

LEVEL 2

LEVEL 1 (LOWEST)

Program coordinator or dean **sometimes** accomplishes core job functions in a timely and effective manner.

Program coordinator or dean **rarely or never** accomplishes core job functions in a timely and effective manner.

Program coordinator or dean **sometimes** works towards and achieves clear, measurable, and ambitious programmatic goals.

Program coordinator or dean **rarely or never** works towards or achieves clear, measurable, and ambitious programmatic goals.

Program coordinator or dean **sometimes** builds positive and productive relationships with students and their families.

Program coordinator or dean **rarely or never** builds positive and productive relationships with students and their families.

Program coordinator or dean **sometimes** collaborates with other staff members in an effective manner.

Program coordinator or dean **rarely or never** collaborates with other staff members in an effective manner.

Program coordinator or dean **sometimes** performs at a high level in challenging situations.

Program coordinator or dean **rarely or never** performs at a high level in challenging situations.



PROGRAM COORDINATOR OR DEAN STANDARDS (PCD) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
PCD 6: USE OF DATA		
PCD 6	Program coordinator or dean meets Level 3 expectations AND extends impact by sharing data, as appropriate, with the school community to help increase investment in programmatic goals.	Program coordinator or dean consistently uses accurate, timely, and detailed data from multiple sources to guide her/his work.
PCD 7: MANAGEMENT AND LEADERSHIP		
PCD 7	Program coordinator or dean meets Level 3 expectations AND extends impact by building other staff members' capacity to take on leadership responsibilities.	Program coordinator or dean consistently fulfills management responsibilities (for example, oversight of program budget, supervision of personnel, and coordination of school and external resources) in an effective manner.



Michael DeAngelis



Bel Perez Gabilondo

LEVEL 2

LEVEL 1 (LOWEST)

Program coordinator or dean **sometimes** uses accurate, timely, and detailed data from multiple sources to guide her/his work.

Program coordinator or dean **rarely or never** uses accurate, timely, and detailed data from multiple sources to guide her/his work.

Program coordinator or dean **sometimes** fulfills management responsibilities (for example, oversight of program budget, supervision of personnel, and coordination of school and external resources) in an effective manner.

Program coordinator or dean **rarely or never** fulfills management responsibilities (for example, oversight of program budget, supervision of personnel, and coordination of school and external resources) in an effective manner.



Michael DeAngelis



SCHOOL INDIVIDUAL EDUCATION PLAN TIMELINESS (SIEPT)

What is School IEP Timeliness?

This is a measure of the extent to which the Individual Education Plans (IEPs) of the students at your school are renewed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

As a special education coordinator, it is your responsibility to ensure that all of the IEPs for the students in your school are renewed on time. This is critical to ensuring that our students receive all the services they need. Furthermore, it is required by federal law.

How will my school's IEP Timeliness be tracked?

Your school's IEP Timeliness will be tracked in the Special Education Data System (SEDS).

How will my school's IEP Timeliness be scored?

Your school's IEP Timeliness will be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about School IEP Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

**Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Meaghan Gay

SCHOOL INDIVIDUAL EDUCATION PLAN TIMELINESS (SIEPT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
SIEPT 1: SCHOOL INDIVIDUAL EDUCATION PLAN TIMELINESS		
SIEPT 1	School renews 100% of Individual Education Plans within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.	School renews 95%–99% of Individual Education Plans within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Michael DeAngelis



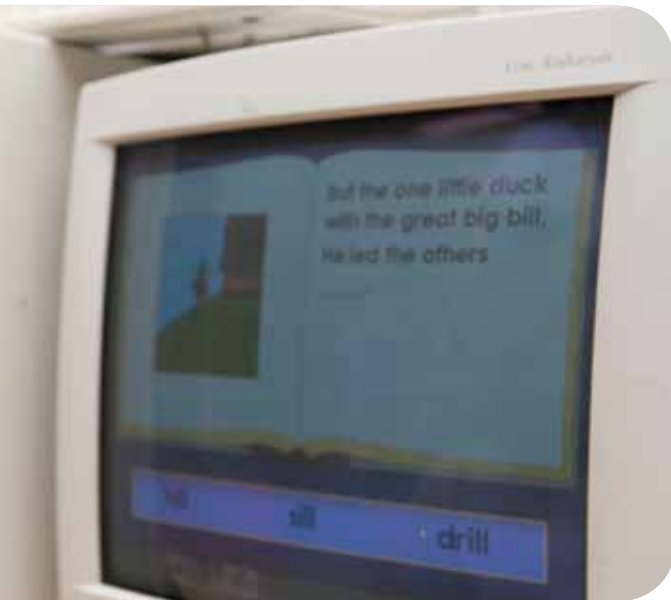
Meaghan Gay

LEVEL 2

School renews **90%–94%** of Individual Education Plans within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

LEVEL 1 (LOWEST)

School renews **less than 90%** of Individual Education Plans within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Bel Perez Gabilondo

SCHOOL ORDERING ASSESSMENT TIMELINESS (SOAT)

What is School Ordering Assessment Timeliness?

This is a measure of the extent to which the related service assessments for the students at your school are ordered within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

As a special education coordinator, it is your responsibility to ensure that all of the related service assessments for the students in your school are ordered in a timely fashion. This is critical to ensuring that our students receive all the services they need.

How will my school's Ordering Assessment Timeliness be tracked?

Your school's Ordering Assessment Timeliness will be tracked in the Special Education Data System (SEDS).

How will my school's Ordering Assessment Timeliness be scored?

Your school's Ordering Assessment Timeliness will be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about School Ordering Assessment Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

**Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Michael DeAngelis

SCHOOL ORDERING ASSESSMENT TIMELINESS (SOAT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
SOAT 1: SCHOOL ORDERING ASSESSMENT TIMELINESS		
SOAT 1	School orders 100% of related service assessments within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.	School orders 95%–99% of related service assessments within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Bel Perez Gabilondo



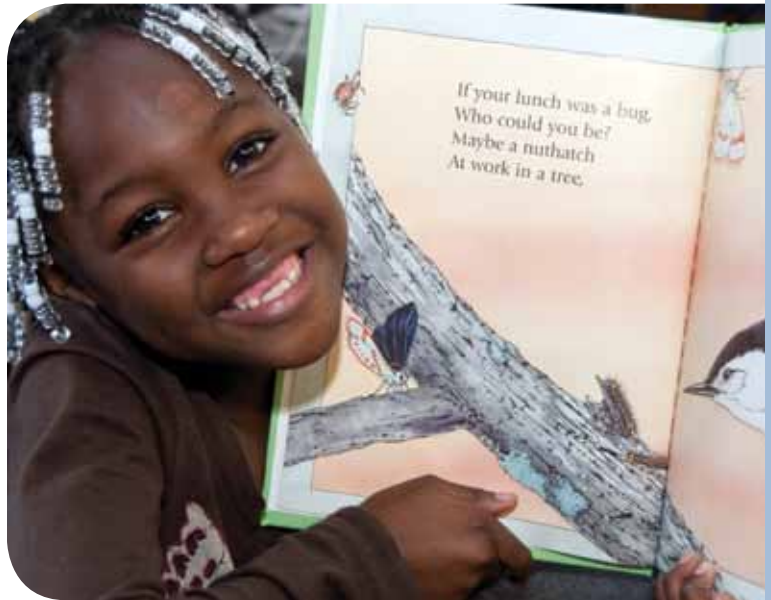
Michael DeAngelis

LEVEL 2

School orders **90%–94%** of related service assessments within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

LEVEL 1 (LOWEST)

School orders **less than 90%** of related service assessments within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Meaghan Gay



SCHOOL REQUIRED ACTION TIMELINESS (SRAT)

What is School Required Action Timeliness?

This is a measure of the extent to which your school completes the required actions from a Hearing Officer Decision or Settlement Agreement within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

As a special education coordinator, one of your chief responsibilities is to help ensure that the rights of the students receiving special education services in your school are consistently upheld.

How will my school's Required Action Timeliness be tracked?

Your school's Required Action Timeliness will be tracked in the Special Education Data System (SEDS).

How will my school's Required Action Timeliness be scored?

Your school's Required Action Timeliness will be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about School Required Action Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

**Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



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SCHOOL REQUIRED ACTION TIMELINESS (SRAT) RUBRIC

LEVEL 4 (HIGHEST)

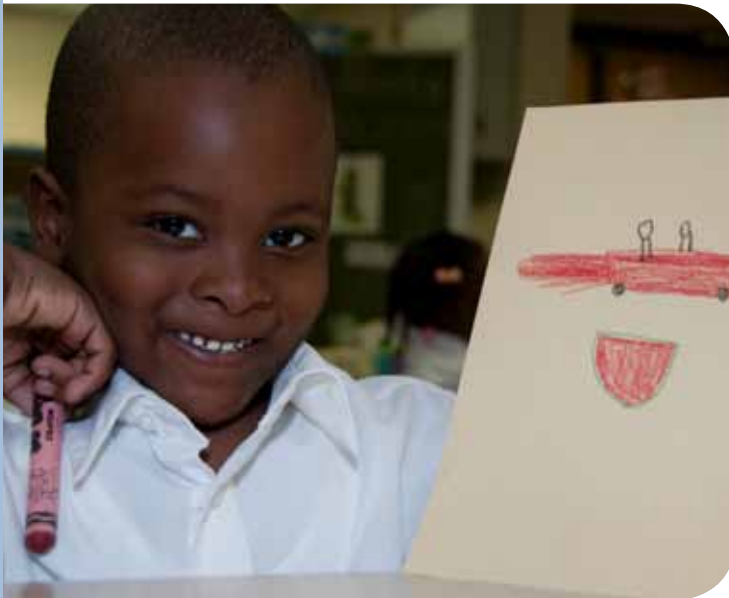
LEVEL 3

SRAT 1: SCHOOL REQUIRED ACTION TIMELINESS

SRAT
1

School completes **100%** of required actions from a Hearing Officer Decision or Settlement Agreement within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

School completes **95%–99%** of required actions from a Hearing Officer Decision or Settlement Agreement within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Meaghan Gay



Michael DeAngelis

LEVEL 2

School completes **90%–94%** of required actions from a Hearing Officer Decision or Settlement Agreement within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

LEVEL 1 (LOWEST)

School completes **less than 90%** of required actions from a Hearing Officer Decision or Settlement Agreement within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Michael DeAngelis



COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Commitment to the School Community rubric and discuss next steps for professional growth.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL ANNUAL COMPONENT SCORE (Average of Cycles)
CSC SCORE (Average of CSC 1 to CSC 5)	3.4	3.6	3.5
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support of the Special Education and English Language Learner Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	



Michael DeAngelis

COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES

CSC
1

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

Individual **consistently** supports the local school initiatives in an effective manner.

Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a "reading across the curriculum" program.

CSC 2: SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*

CSC
2

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.

Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.

CSC 3: HIGH EXPECTATIONS

CSC
3

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.

Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.

Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.

**This standard may be scored as "Not Applicable" if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.*

LEVEL 2

LEVEL 1 (LOWEST)

Individual **sometimes** supports the local school initiatives in an effective manner.

Individual **rarely or never** supports the local school initiatives in an effective manner.

Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.

Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.



COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 4: PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)

**CSC
4**

Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.

Teacher **consistently** engages students' families as valued partners in an effective manner.

Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

CSC 5: INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

**CSC
5**

Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.

Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

Examples of how one might collaborate to improve student achievement include: active participation in the Thirty-Minute Morning Block, active participation in grade-level and departmental meetings, and active participation in mentoring relationships (formal or informal).



Simona Monnatti



Meaghan Gay

LEVEL 2

LEVEL 1 (LOWEST)

Teacher **sometimes** engages students' families as valued partners in an effective manner.

Teacher **rarely or never** engages students' families as valued partners in an effective manner.

Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.

Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.



Bel Perez Gabilondo

SCHOOL VALUE-ADDED STUDENT ACHIEVEMENT DATA (SVA)

What is SVA?

SVA is a measure of a *school's* overall impact — as opposed to an *individual teacher's* impact — on student learning. It is a growth measure based on the DC CAS. Every employee in the school receives the same score for SVA.

Is SVA the same as Adequate Yearly Progress?

No. Adequate Yearly Progress is an “attainment” measure, meaning that it is an absolute target that is required of all students, regardless of their current skill level. SVA, on the other hand, is a “growth” measure. It is based on the gains that the students in your school make.

Why is SVA one of my IMPACT components?

Because education is very much a team effort, we feel it is important to hold everyone in a building accountable for the overall success of the school. This is the same idea behind the TEAM (Together Everyone Achieves More) Program, which provides bonuses to all staff members in schools that meet certain performance targets.



How does it work?

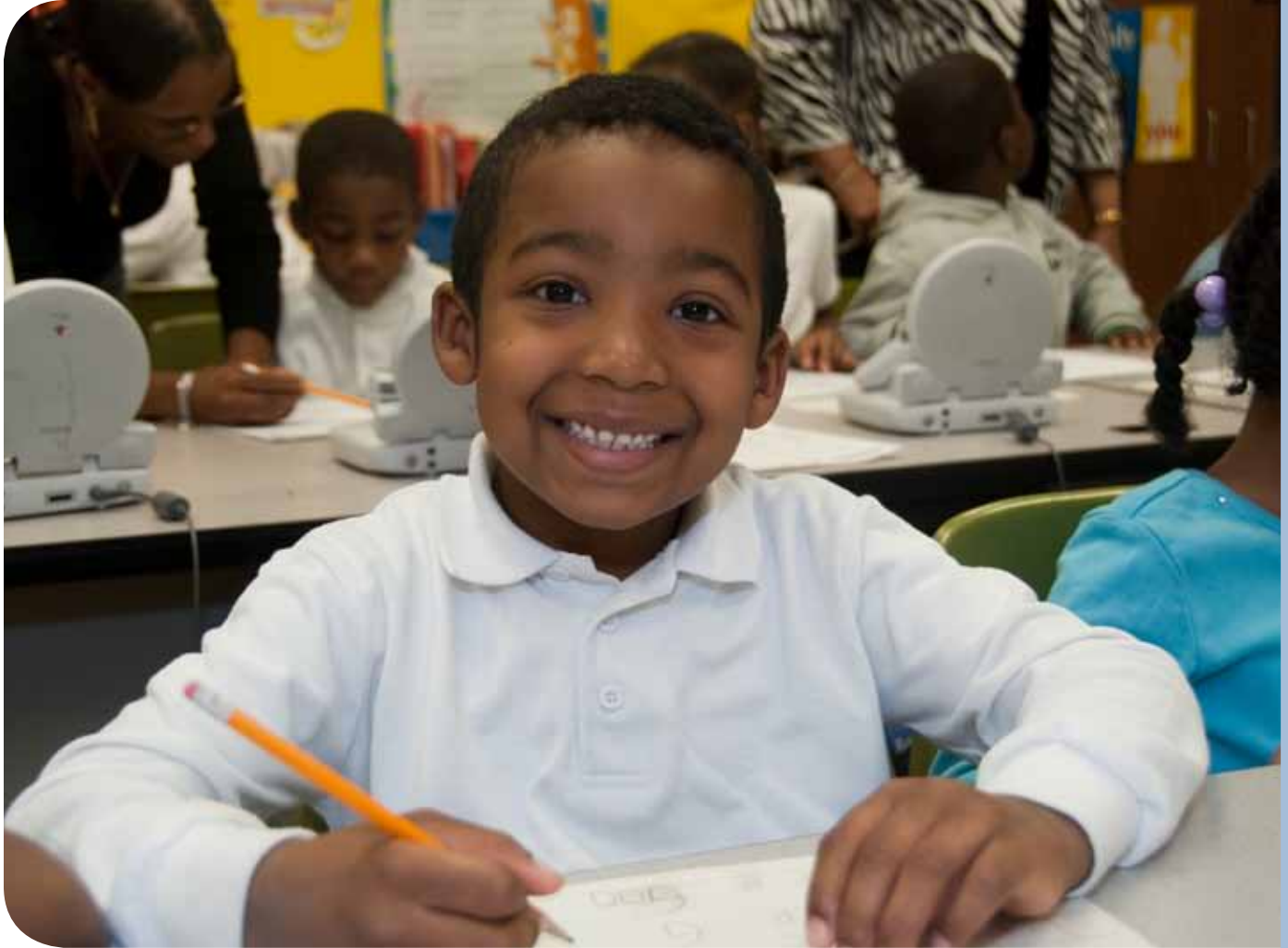
We use a sophisticated statistical model to isolate the impact that your school has on student learning after taking into account many of the other factors that might affect achievement. DCPS will be offering additional training on this process later in the school year.

When will my school receive its final SVA score?

Because we need data from the DC CAS to calculate SVA, your school will not receive its score until after the conclusion of the school year. We are continuing to work with the Office of the State Superintendent of Education (OSSE) to shorten the time it takes to receive the final DC CAS data so that we can provide the SVA score sooner.

If I have additional questions about SVA, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



Meaghan Gay

CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score

for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart to the right.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism scores for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL
CP SCORE (Lowest of CP 1 to CP 4)	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	



Michael DeAngelis

CORE PROFESSIONALISM (CP) RUBRIC

MEETS STANDARD		SLIGHTLY BELOW STANDARD
CP 1: ATTENDANCE		
CP 1	Individual has no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL		
CP 2	Individual has no unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES		
CP 3	Individual always follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	With rare exception , individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT		
CP 4	Individual always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception , individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.



PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Program Coordinator and Dean Standards (PCD)	3.7	x 20	= 74
School Individual Education Plan Timeliness (SIEPT)	3.0	x 20	= 60
School Ordering Assessment Timeliness (SOAT)	4.0	x 20	= 80
School Required Action Timeliness (SRAT)	4.0	x 20	= 80
Commitment to the School Community (CSC)	3.5	x 10	= 35
School Value-Added Student Achievement Data (SVA)	3.3	x 10	= 33
TOTAL			362

Step 3

We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual's rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.

OVERALL IMPACT SCALE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
100 Points	175 Points*	250 Points**	350 Points***
			400 Points

**A score of exactly 175 would be classified as Minimally Effective.*

***A score of exactly 250 would be classified as Effective.*

****A score of exactly 350 would be classified as Highly Effective.*

Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

PUTTING IT ALL TOGETHER

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Under the new Washington Teachers' Union contract, WTU members who earn this rating are eligible for additional compensation.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating are encouraged to take advantage of the professional development opportunities provided by DCPS. Such individuals will be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT office at 202-719-6553 or impactdcps@dc.gov.



Bel Perez Gabilondo



CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. *You* are the most important lever of change in our school system.

The impact you have already had is impressive. As noted in Chancellor Rhee’s opening letter, our students have made extraordinary gains in a relatively short time because of your commitment and dedication.

Though we have made great progress, we still have much to do. Our students — like all children — deserve the opportunity to pursue their dreams. Together, we can and must ensure that they have access to the one thing that will afford them this opportunity: an outstanding education.

NOTES

NOTES



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This project is funded in part by the DC Public Education Fund (www.dceducationfund.org), which works to dramatically improve student achievement in the District of Columbia by serving as a strategic partner to businesses, foundations, community leaders, and individual donors in supporting and investing in high-impact programs with the District of Columbia Public Schools.

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

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